



The ASI⁶ Learning Model: Pedagogical Innovation and Best Practices in Elementary Social Studies Education

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Abstract

Social Studies learning at the elementary school level requires pedagogical innovation that goes beyond the mastery of information by providing students with opportunities to understand social realities through experience, exploration, interaction, reconstruction of understanding, and reflection. This study aims to explore the ASI⁶ Learning Model as a pedagogical innovation and best practice in elementary Social Studies education, with a focus on the model's concepts and characteristics, its classroom implementation, the pedagogical processes that emerge, and the best practices identified during its application. The study employed a qualitative approach with a case study design at SDN Kalianget Barat III, Kalianget District, Sumenep Regency, involving 11 students. Data were collected through observation, semi-structured interviews, and documentation, and were analyzed interactively through data reduction, data display, coding, categorization, conclusion drawing, and verification, supported by source and technique triangulation. The findings show that ASI⁶ functions as a pedagogical architecture that organizes learning through six instructional stages: Orientation, Exploration, Collaboration, Modification, Clarification, and Evaluation. Its implementation shifts Social Studies learning from knowledge transmission toward a more active and student-centered social learning experience. The pedagogical process that emerged reflects a transformation of understanding from social experience, information discovery, and perspective exchange to reconstruction of understanding, conceptual reinforcement, and social reflection. The best practice of ASI⁶ lies in the interconnectedness of its instructional stages, particularly the Modification–Clarification mechanism, which provides students with opportunities to review and improve their understanding before receiving conceptual reinforcement from the teacher. These findings indicate that ASI⁶ has the potential to serve as an exploratory, collaborative, reconstructive, and reflective pedagogical innovation in Social Studies education. This study is limited to a single classroom context with a small number of participants; therefore, future research is recommended to examine ASI⁶ through multiple-case studies, more diverse educational settings, and longitudinal or mixed-methods designs to strengthen the consistency and sustainability of the findings.

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1. Introduction

Social Studies at the elementary school level holds a strategic position in preparing students to understand themselves as part of social life [1]. Social Studies should not be limited to the mastery of facts, concepts, place names, events, or human activities, but should enable students to interpret social realities, understand interpersonal relationships, view issues from multiple perspectives, make decisions, and participate responsibly in community life [2]. This orientation becomes increasingly important as children grow in rapidly changing social environments characterized by diversity, abundant information, technological development, and increasingly complex social interactions [3]. Therefore, Social Studies learning at the elementary level requires learning experiences that enable students to observe, question, explore, interact, construct understanding, and reflect on social phenomena rather than merely receive completed knowledge from the teacher.

However, a gap remains between the epistemological characteristics of Social Studies and its pedagogical practices in the classroom. Social Studies content, which is inherently close to students' everyday lives, may still be learned as a collection of information that must simply be known and memorized [2]. Classroom instruction may remain dominated by teacher explanations, textbooks, task completion, and end-result assessment, while opportunities for students to investigate phenomena, exchange perspectives, question their own understanding, and reconstruct social knowledge remain limited [4]. This issue is important because social knowledge differs from factual information alone; understanding society develops through the interplay of experience, context, interaction, interpretation, and reflection [5]. Thus, the fundamental issue in Social Studies learning concerns not only what students learn, but also how learning experiences are organized so that students are able to construct meaning from what they learn.

Various innovations have been developed to address these challenges through contextual, cooperative, problem-based, project-based, and inquiry learning approaches [6], [7]. These approaches have made important contributions to shifting classroom practices from teacher-centered instruction toward student-centered learning [8]. Nevertheless, several pedagogical areas still require strengthening. Problem identification is not always followed by the reconstruction of understanding; collaborative activities do not always result in shifts in perspective; information exploration is not always followed by clarification of conceptual accuracy; and evaluation is still frequently positioned as an assessment of outcomes rather than as an integral part of meaning-making. This condition suggests that Social Studies learning requires not merely a variation of methods, but a pedagogical architecture that integrates prior experience, exploration, social interaction, knowledge reconstruction, conceptual clarification, and evaluation within a systematic learning cycle.

The ASI⁶ learning model is a pedagogical innovation systematically developed to enhance learners' active engagement. This need provides the foundation for the implementation of the ASI⁶ Learning Model as a pedagogical innovation in Social Studies education. ASI⁶ organizes learning experiences through six interconnected stages: Orientation, Exploration, Collaboration, Modification, Clarification, and Evaluation [9]. Orientation introduces students to social phenomena or issues that are closely related to their everyday lives; Exploration provides opportunities to search for, observe, and interpret information; Collaboration brings together diverse ideas and perspectives through social interaction; Modification encourages students to reconstruct their initial understanding based on new experiences and information; Clarification provides space to examine, correct, and strengthen conceptual understanding; while Evaluation is used both to assess and reflect on the development of students' understanding [10]. Through this structure, students are not positioned as passive recipients of Social Studies knowledge, but as active subjects who experience the process of constructing social knowledge.

The position of ASI⁶ in this study also represents the state of the art being proposed. While problem-based learning places problems at the center of learning, inquiry emphasizes investigation, and cooperative learning strengthens student interaction, ASI⁶ seeks to integrate these important elements within a pedagogical cycle that continues through the stages of modification and clarification of understanding [11]. These two processes are particularly important in Social Studies because students may enter the classroom with different prior knowledge, social experiences, perceptions, and interpretations of the same phenomenon. Therefore, acquiring information and participating in discussion are not sufficient; students require opportunities to revise their understanding based on new evidence and perspectives and to clarify that understanding before reaching conclusions. At this point, ASI⁶ is positioned not as a replacement for existing learning approaches, but as an alternative pedagogical design that organizes the formation of social understanding in a more integrated manner [9].

The novelty of this study therefore does not lie merely in the use of a new learning model, but in revealing how the mechanisms of the six ASI⁶ stages operate in the actual practice of elementary Social Studies learning. The study is not only concerned with whether learning produces particular outcomes, but also examines how students respond to social phenomena during Orientation, construct information through Exploration, negotiate meaning during Collaboration, revise their understanding through Modification, gain conceptual clarity through Clarification, and reflect on their learning through Evaluation [12]. This perspective shifts attention from learning outcomes alone toward the learning process, allowing successful classroom practices, classroom dynamics, teacher roles, student responses, and the characteristics of each instructional stage to be identified as best practices that can be studied and potentially replicated.

Based on this gap, the present study aims to explore the implementation of the ASI⁶ Learning Model as a pedagogical innovation and to identify the best practices that emerge in elementary Social Studies learning. The study seeks to understand in depth how the six ASI⁶ stages shape students' learning experiences, how the teacher's role changes throughout the learning process, and which pedagogical practices promote student engagement, interaction, reconstruction of understanding, and reflection on social phenomena. Accordingly, the expected contribution of this study extends beyond introducing ASI⁶ as a learning model; it seeks to generate an exploratory, collaborative, reconstructive, and reflective framework for Social Studies pedagogy while also providing an empirical foundation for the broader development of ASI⁶ in social education contexts.

2. Method

This study employed a qualitative approach with a case study design. A case study was considered the most appropriate design because the research was directed toward an intensive and in-depth exploration of the implementation of the ASI⁶ Learning Model in Social Studies within a specific classroom context [13]. Thus, the "case" examined in this study was the practice of Social Studies learning using the ASI⁶ Learning Model, rather than the students themselves. This is consistent with the nature of case study research, which is used to investigate a program, event, activity, or other bounded phenomenon in detail within a real-life context [13], [14], [15], [16]. Qualitative research also places greater emphasis on process and meaning than on numerical outcomes, making it appropriate for examining how the stages of Orientation, Exploration, Collaboration, Modification, Clarification, and Evaluation function as a pedagogical innovation in Social Studies learning.

The study was conducted at SDN Kalianget Barat III, Kalianget District, Sumenep Regency, involving 11 elementary school students as participants. The research site and participants were selected purposively because the class had implemented the ASI⁶ Learning Model in Social Studies, allowing the researchers to obtain rich information regarding its classroom practice [14]. The study was not intended to generalize the findings to the broader population of elementary school students, but rather to obtain a holistic and contextual understanding of learning experiences, teacher and student activities, interaction patterns, student responses, and pedagogical practices that emerged during the implementation of ASI⁶. This orientation is consistent with the characteristics of qualitative research, which is conducted in a natural setting, is descriptive in nature, positions the researcher as the key instrument, and emphasizes process and meaning.

Data were collected through participant observation, semi-structured interviews, and documentation of the learning process. Observations focused on activities emerging within each ASI⁶ stage, student engagement, interaction and collaboration, changes in understanding, and the teacher's role in facilitating Social Studies learning. Semi-structured interviews were conducted to explore the experiences and interpretations of the teacher and students, while documentation including teaching materials, student worksheets, student work, photographs, and instructional notes was used as supporting evidence. These three sources of data were triangulated to strengthen the credibility of the findings, as qualitative inquiry may rely on interviews, participant observation, and document analysis [14]. The data were subsequently analyzed interactively through data reduction, data display, conclusion drawing, and verification, followed by coding to identify patterns and themes representing the best practices of the ASI⁶ Learning Model in Social Studies education [15], [16].

3. Results

3.1 Concept and Characteristics of the ASI⁶ Learning Model as a Pedagogical Innovation in Social Studies

The ASI⁶ model is grounded in the social constructivist theories of Piaget and Vygotsky, which posit that knowledge is actively constructed through social interaction and real-life experiences. This constructivist approach is reinforced by the principles of Contextual Teaching and Learning, which emphasize linking subject matter to students' daily lives and contexts to ensure learning is meaningful and applicable. Furthermore, the model incorporates a local culture-based learning approach, utilizing Madurese local wisdom values such as *bhâgi-bhâgi* (sharing), and *sarempak* (mutual cooperation), as both the content and context of learning.

The analysis of the conceptual documents of the ASI⁶ Learning Model, instructional materials, and its implementation design indicates that ASI⁶ was developed as a pedagogical synthesis of Contextual *Teaching and Learning* (CTL) and local wisdom-based learning. From CTL, ASI⁶ adopts learning characteristics that connect academic concepts with real-life contexts, knowledge construction, inquiry, questioning activities, learning communities, reflection, and authentic assessment. Meanwhile, from local wisdom-based learning, ASI⁶ draws strength from linking learning materials with cultural experiences, value clarification, group discussion, reflection, and the reinforcement of students' social identity. The analysis of these two foundations resulted in a more concise and systematic structure consisting of six instructional stages: Orientation, Exploration, Collaboration, Modification, Clarification, and Evaluation.

The conceptual findings further reveal that these six stages are not designed as isolated activities, but rather as a continuous pathway for developing students' social understanding. Orientation brings social phenomena into students' prior experiences; Exploration encourages students to seek and interpret information; Collaboration brings together diverse viewpoints through group interaction; Modification provides opportunities to revise and reconstruct understanding based on new information and perspectives; Clarification is used to strengthen, correct, or refine concepts; while Evaluation functions both to assess learning outcomes and to reflect on the learning process. This structure indicates that ASI⁶ does not merely regulate the sequence of teacher activities, but organizes students' learning journey from social experience toward social understanding and reflection. The model development documents also position ASI⁶ as a framework that holistically integrates cognitive, affective, psychomotor, and sociocultural dimensions.

Table 1. Conceptual Characteristics of the ASI⁶ Learning Model in Social Studies Education

ASI ⁶ Syntax	Pedagogical Focus	Characteristics in Social Studies Learning	Expected Learning Transformation
Orientation	Building readiness and context	Students are introduced to social phenomena that are closely related to their everyday lives	From prior experience toward awareness of social issues
Exploration	Investigating and discovering information	Students observe, ask questions, search for data, and connect relevant information	From knowing toward discovering
Collaboration	Exchange of ideas and perspectives	Students engage in discussion, present arguments, and listen to their peers' perspectives	From individual understanding toward shared social meaning
Modification	Reconstruction of understanding	Students revise or develop their initial understanding based on the results of exploration and discussion	From initial understanding toward reconstructed understanding
Clarification	Reinforcement of concepts and values	Teachers and students examine the accuracy of concepts, arguments, and social meanings	From uncertainty or misconceptions toward conceptual clarity
Evaluation	Assessment and reflection	Students evaluate their learning outcomes and reflect on the social meaning of their learning experiences	From understanding toward reflection and social meaning-making

Further analysis reveals that the characteristics of the ASI⁶ Learning Model are supported by several mutually reinforcing principles, including local wisdom-based learning, humanistic and value-based learning, multicultural education, student-centered learning, learning communities, contextual character education, 21st-century skills, attention to the developmental characteristics of elementary school children, and educational pragmatism. This construction positions students as active subjects who acquire knowledge through experience, interaction, dialogue, and reflection, while the teacher acts as a facilitator who guides the process of meaning-making. The model development documents

also position students' cultural values and social lives as authentic learning resources, ensuring that the learning process remains closely connected to the environment in which students live.

In the context of Social Studies education, the analysis identifies a distinctive characteristic of ASI⁶ in its ability to connect social reality–information exploration–perspective interaction–reconstruction of understanding–conceptual clarification–social reflection within a single learning sequence. This characteristic is particularly important because the object of Social Studies learning extends beyond factual knowledge to include human relationships, community life, values, social change, and multiple perspectives on social phenomena. Therefore, the innovative position of ASI⁶ in this study lies not merely in its name or the number of its instructional stages, but in its pedagogical architecture, which systematically guides students from social experience toward the active, collaborative, reconstructive, and reflective construction of social understanding.

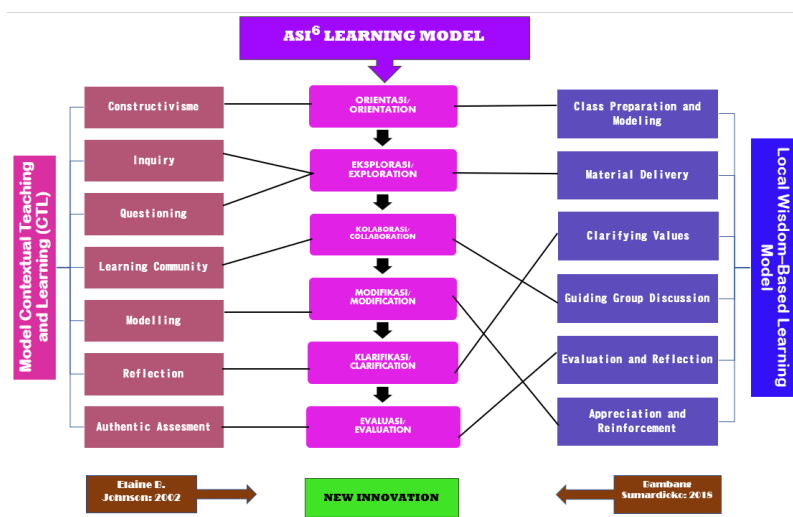


Figure 1. Conceptual Construction of the ASI⁶ Learning Model as a Pedagogical Innovation in Social Studies [9]

The conceptual framework illustrates that the ASI⁶ Learning Model emerged from the synthesis of two major foundations. Elements of Contextual Teaching and Learning (CTL) including constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment are integrated with components of local wisdom-based learning, such as classroom preparation and modeling, material delivery, value clarification, group discussion, evaluation and reflection, as well as appreciation and reinforcement. The synthesis of these two frameworks is subsequently reorganized into six ASI⁶ instructional stages: Orientation, Exploration, Collaboration, Modification, Clarification, and Evaluation, which in this study are positioned as a new pedagogical structure for organizing Social Studies learning experiences in a contextual, social, and reflective manner.

3.2 Implementation of the ASI⁶ Learning Model in Social Studies

Observations of the learning process at SDN Kalianget Barat III, Kalianget District, Sumenep Regency, indicate that the ASI⁶ Learning Model can be implemented as a sequence of learning activities that positions students as the primary agents in understanding social phenomena. Its implementation with 11 students revealed that the six ASI⁶ stages did not operate as isolated phases, but rather formed an interconnected and continuous learning process. The teacher played a role in establishing the learning context, providing stimuli, facilitating information seeking, managing group interactions, and providing reinforcement, while students gradually progressed from recognizing social phenomena to exploration, perspective exchange, reconstruction of understanding, conceptual clarification, and reflection on their learning experiences.

During the Orientation stage, learning began by introducing phenomena closely related to students' social lives. Rather than directly presenting Social Studies concepts in the form of definitions, the teacher used guiding questions, illustrations, everyday experiences, and social situations to activate students' prior knowledge. Students' responses at this stage revealed diverse experiences and perspectives regarding the phenomena presented. These initial responses

subsequently provided a foundation for the Exploration stage, during which students began to examine learning resources, seek information, pose questions, identify relevant facts, and connect new information with their existing experiences. At this stage, the teacher functioned primarily as a facilitator rather than as the sole source of information.

The Collaboration stage demonstrated a shift in learning activities from individual processes toward the social construction of understanding. Students worked in groups, shared the results of their exploration, listened to their peers' opinions, questioned differences in responses, and developed shared understandings of the issues being studied. Differences in perspectives were not immediately resolved by the teacher but were instead used as a basis for entering the Modification stage. At this stage, students were provided with opportunities to compare their initial understanding with the information and perspectives acquired through exploration and collaboration. Students' work and classroom interactions demonstrated processes of revising, expanding, and reorganizing their previous responses. Thus, changes in understanding did not occur solely as a result of teacher correction, but emerged through a learning process that enabled students to identify reasons for reconstructing their own thinking.

During the Clarification stage, the teacher assumed a more focused role by facilitating the examination of students' constructed understanding. Group responses, arguments, and conclusions were communicated in the classroom and subsequently clarified through teacher, student and student, student dialogue. Concepts that remained inaccurate were corrected, while appropriate understandings were reinforced through examples and explanations relevant to the Social Studies context. The learning sequence concluded with the Evaluation stage, which was used not only to assess students' mastery of the learning content but also to provide opportunities for them to articulate what they had understood, the experiences they had gained, and the social meanings they had constructed throughout the learning process. Therefore, evaluation within the implementation of ASI⁶ served a dual function as both assessment and learning reflection.

Table 2. Findings from Classroom Observations

ASI ⁶ Syntax	Teacher Practices	Observed Student Activities	Initial Findings
Orientation	Presenting social phenomena and guiding questions	Connecting the phenomena with everyday experiences	Students' prior knowledge and experiences began to be activated
Exploration	Providing learning resources and facilitating information seeking	Observing, questioning, searching for, and identifying information	Students began to construct understanding based on the information they explored
Collaboration	Organizing discussions and providing opportunities for the exchange of ideas	Expressing opinions, listening, comparing perspectives, and engaging in discussion	Diverse perspectives on social phenomena emerged
Modification	Encouraging students to re-examine their initial understanding	Revising, expanding, or reorganizing their responses	A process of reconstructing understanding was identified
Clarification	Facilitating presentations and providing conceptual reinforcement	Examining arguments, asking questions, responding to others, and refining concepts	Students' understanding became more focused and conceptually grounded
Evaluation	Facilitating assessment and reflection	Drawing conclusions and expressing learning experiences and meanings	Reflection on knowledge and social experiences emerged

Based on the table above, the implementation data reveal a notable shift in students' learning activities. At the beginning of the learning process, students' understanding was primarily grounded in their individual experiences; it then developed through information discovery, engagement with others' perspectives, reconstruction of understanding, conceptual clarification, and finally social reflection.

3.3 Pedagogical Processes Formed through the ASI⁶ Learning

The analysis of observation data, interviews, instructional documentation, and students' learning activities indicates that the implementation of ASI⁶ generates a pedagogical process that develops progressively across the learning sequence. The coding process produced several recurring categories, namely activation of social experience, information exploration, perspective exchange, reconstruction of understanding, conceptual reinforcement, and social reflection. These categories are closely associated with the six ASI⁶ stages and demonstrate that students' learning does not occur linearly as a process of receiving information from the teacher. Instead, understanding

develops through the interaction of students' prior experiences, newly discovered information, peers' perspectives, teacher facilitation, and opportunities to revisit and reconsider their own thinking.

Table 3. Pedagogical Processes Emerging from the ASI⁶ Learning Model

ASI ⁶ Syntax	Dominant Codes from the Data	Emerging Categories	Meaning of the Pedagogical Process
Orientation	prior experience, curiosity, social phenomena	Activation of social experience	Prior knowledge serves as an entry point for understanding Social Studies phenomena
Exploration	searching, observing, questioning, discovering	Information exploration	Students construct knowledge through active information-seeking activities
Collaboration	discussing, expressing different opinions, listening, reaching agreement	Perspective exchange	Individual understanding is brought into interaction with diverse social perspectives
Modification	comparing, revising, changing, expanding	Reconstruction of understanding	Students revisit and reconstruct their initial understanding
Clarification	examining, explaining, correcting, reinforcing	Conceptual reinforcement	Students' constructed understanding is examined and refined to achieve conceptual clarity
Evaluation	concluding, assessing, reflecting, meaning-making	Social reflection	Knowledge is reconnected to meaning and the context of students' social lives

The first finding indicates a shift from personal experience toward social exploration. When Social Studies phenomena were introduced during the Orientation stage, students responded based on what they had previously seen, experienced, or known. These responses were not left merely as initial opinions, but became the starting point for Exploration. At this stage, students' roles began to shift from simply answering the teacher's questions to actively seeking and connecting information. Thus, prior experience functioned as an entry point, while exploration became a mechanism for broadening students' understanding of the social phenomena being studied.

The second finding reveals a transformation from individual understanding toward the negotiation of social perspectives. Data from the Collaboration stage showed that students did not always interpret the information they obtained in the same way. These differences generated activities such as comparing responses, explaining reasons, listening to peers, and developing group agreements. A particularly important pattern emerged during the Modification stage. After encountering different information and perspectives, students were given opportunities to reconsider their previous understanding. Some ideas were maintained, some were expanded, while understandings considered less appropriate were revised. This finding indicates that Modification serves as a critical transition point between information exchange and the reconstruction of understanding.

The third finding shows that the reconstructed understanding was subsequently examined and strengthened through Clarification. Rather than immediately taking over the knowledge-construction process, the teacher first provided students with opportunities to communicate their thinking. Clarification then functioned to examine the appropriateness of arguments, address misconceptions, and reinforce the Social Studies concepts constructed by students. During the Evaluation stage, this process developed further because students were not only asked to demonstrate what they knew, but also to articulate the meaning they had gained from the learning experience. Therefore, evaluation within the implementation of ASI⁶ demonstrated an assessment-reflective character, linking knowledge achievement with the interpretation of social reality. Based on the overall coding process, a pedagogical pattern was identified and formulated as a cycle of transformation in students' social understanding:

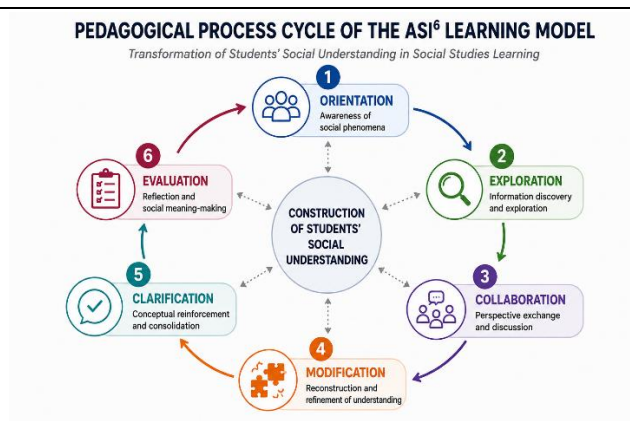


Figure 2. Pedagogical Process Cycle of The Asi⁶ Learning Model

The findings indicate that the six ASI⁶ stages perform distinct yet interdependent pedagogical functions. Orientation and Exploration establish the foundation of students' experiences and information; Collaboration and Modification provide spaces for interaction and the reconstruction of understanding; while Clarification and Evaluation guide students toward conceptual clarity and reflection. Within the context of this case study, the most distinctive feature was the Modification stage, as the learning process did not end once students had acquired information and engaged in discussion. Instead, students were provided with a specific opportunity to revise and reconstruct their own understanding before receiving clarification from the teacher. This pattern subsequently emerged as one of the key findings in identifying the best practices of the ASI⁶ Learning Model in Social Studies education.

3.4 Practice Best Practices of the ASI⁶ Learning Model in Social Studies Education

Cross-data analysis of classroom observations, interviews, documentation, student activities, and patterns emerging across the six ASI⁶ stages revealed that best practices in learning were not associated with a single activity. Instead, they emerged from the interconnectedness of stages that progressively transformed students from recipients of information into active constructors of social understanding. The coding and categorization process generated four major themes: social reality-based learning, active information exploration, perspective negotiation through social interaction, and the reconstruction and reflection of understanding. These four themes emerged repeatedly throughout the learning process and became distinctive features of ASI⁶ pedagogical practices within the context of Social Studies education.

Table 4. Best Practice Findings of the ASI⁶ Learning Model

Best Practice Theme	Manifestation in Learning	Dominant ASI ⁶ Stage(s)	Key Finding
Social reality as the starting point for learning	Social phenomena and students' everyday experiences are used as learning stimuli	Orientation	Social Studies becomes closely connected to students' real-life experiences
Students as information explorers	Students observe, question, search for, select, and connect information	Exploration	Learning shifts from knowledge transmission toward discovery
The classroom as a space for perspective exchange	Students discuss, explain their reasoning, listen, compare perspectives, and negotiate ideas	Collaboration	Differences in perspectives become a resource for constructing social understanding
Conscious reconstruction of understanding	Students revisit, revise, expand, or modify their previous understanding	Modification–Clarification	Knowledge is not accepted as a finished product but is actively constructed, examined, and refined
Reflection as both the conclusion and connection of learning experiences	Students draw conclusions and relate their learning experiences to social life	Evaluation	Evaluation develops from outcome measurement toward social meaning-making

The first finding demonstrates that social reality serves as an entry point for Social Studies learning. Phenomena closely related to students' everyday lives provide them with experiences to share, question, and compare before receiving conceptual explanations from the teacher. This practice ensures that students' experiences are not positioned outside the learning process, but instead become an integral source for knowledge construction. Exploration subsequently extends these experiences through the introduction of new information. In the observed practices, students did not merely wait for explanations but actively engaged in searching, observing, identifying, and connecting information with the social issues being studied.

The next best practice emerged through the Collaboration, Modification, Clarification sequence. These three stages create a pedagogical space in which students' understanding is shared, questioned, revised, and ultimately reinforced. Group discussions do not merely involve dividing tasks or reaching a single agreed-upon answer. Instead, differences in information and perspectives provide opportunities for students to compare reasoning and reconsider their initial understanding. The Modification stage is particularly distinctive because it provides students with a specific pedagogical space to revise their own understanding before the teacher provides clarification. Clarification, therefore, does not replace students' thinking processes but ensures that the understanding they have constructed achieves conceptual accuracy.

At the end of the process, Evaluation demonstrates a broader function than merely assessing learning outcomes. Students are encouraged to draw conclusions while reconnecting their newly acquired knowledge with the social phenomena that served as the starting point of learning. Thus, the best-practice pattern identified in this case study forms a social learning cycle: learning begins with social reality, develops through exploration and dialogue, undergoes reconstruction through Modification and Clarification, and ultimately returns to social reality through reflection. These findings indicate that the strength of ASI⁶ lies not merely in its six individual stages, but in the continuity of learning experiences that connects context, discovery, perspective exchange, reconstruction, conceptual reinforcement, and reflection

4. Discussion

4.1 The ASI⁶ Learning Model as a Pedagogical Innovation in Social Studies Education

The findings indicate that the ASI⁶ Learning Model functions as a pedagogical architecture that organizes the development of students' social understanding through six interconnected stages: Orientation, Exploration, Collaboration, Modification, Clarification, and Evaluation. This structure demonstrates that the innovation of ASI⁶ does not merely lie in adding or rearranging learning activities, but rather in the way each stage performs a distinct pedagogical function within an integrated learning sequence [9]. Orientation establishes connections between prior experiences and social phenomena; Exploration expands those experiences through information seeking; Collaboration brings together diverse perspectives; Modification provides space for reconstructing understanding; Clarification examines and reinforces conceptual accuracy; while Evaluation guides students toward reflection and social meaning-making. This structure reflects a shift in Social Studies education from knowledge transmission toward the construction and transformation of social understanding [17].

Theoretically, these characteristics are closely aligned with constructivism, which views knowledge not as something directly transmitted from teachers to students, but as something constructed through the interaction of prior knowledge, new experiences, the environment, and social activities [18]. In Social Studies education, this perspective is particularly relevant because the objects of study involve human life and social phenomena that may generate diverse experiences and interpretations [19]. Orientation and Exploration provide students with opportunities to connect prior knowledge with new information, while Collaboration introduces a social dimension into the process of knowledge construction. Thus, students do not merely acquire information about society; they learn to construct meaning about society through experience and social interaction.

ASI⁶ also intersects with inquiry learning, Contextual Teaching and Learning, and collaborative learning, yet the findings reveal a more specific characteristic in the relationship among Collaboration, Modification, Clarification. In inquiry-based learning, searching for and discovering information are essential components of knowledge construction; contextual learning connects subject matter with real-life situations; while collaborative learning positions interaction among students as a learning resource [20]. ASI⁶ does not negate these principles, but organizes them into a process that explicitly continues toward the modification of understanding and clarification of constructed knowledge. In other words, students are not assumed to automatically achieve accurate understanding after exploration and discussion. Instead, the knowledge they construct is given

further opportunities to be questioned, revised, and examined before receiving conceptual reinforcement. This is where Modification and Clarification emerge as important pedagogical characteristics of ASI⁶.

From the perspective of Social Studies education, this structure is consistent with the nature of social learning, which requires more than the mastery of facts [21]. Social phenomena may be interpreted differently depending on individuals' experiences, environments, information, and perspectives. Therefore, Social Studies learning requires spaces in which students can encounter social realities, acquire information, listen to different perspectives, reconsider their views, and construct defensible understandings. ASI⁶ provides these processes sequentially. Teachers do not lose their pedagogical role; rather, their position shifts from being the center of knowledge transmission to becoming facilitators of the construction process, while students move from recipients of information to active agents involved in social meaning-making [22].

the pedagogical novelty of ASI⁶ in this study does not rest on the claim that each of its constituent elements is entirely new, but rather on the configuration and pedagogical mechanism that integrates context, exploration, perspective exchange, reconstruction of understanding, conceptual clarification, and reflection within a unified learning cycle. This position is scientifically important because pedagogical innovation does not necessarily require abandoning existing theories or approaches; it may also involve reconstructing and reorganizing established pedagogical principles into a new learning mechanism with clearly defined functions and characteristics. In elementary Social Studies education, ASI⁶ can therefore be positioned as a model for transforming social understanding, guiding students from experiences of social reality through exploratory and dialogical processes toward conceptual reconstruction, and ultimately returning them to social reality through reflection.

4.2 Implementation of the ASI⁶ Learning Model in Social Studies Education

The implementation of the ASI⁶ Learning Model in Social Studies demonstrates that learning can shift from a knowledge-delivery approach toward learning experiences that position students as the primary agents in constructing social understanding. The findings indicate that the implementation of ASI⁶ is determined not merely by the sequential execution of its six stages, but by the interconnectedness among those stages, allowing students' prior experiences to develop into processes of inquiry, interaction, construction of understanding, and reflection. This pattern is consistent with the student-centered learning paradigm, which places students' activities and experiences at the center of the learning process [23].

Theoretically, this implementation is closely related to social constructivism, particularly the view that knowledge develops through interactions between individual experiences and the social environment. In the context of Social Studies, this principle is relevant because social phenomena cannot be adequately understood solely through teacher explanations; they need to be experienced, observed, discussed, and interpreted by students [24]. Thus, the implementation of ASI⁶ provides students with opportunities to bring their social experiences into the classroom and use them as part of the knowledge-construction process.

These findings also intersect with the principles of Contextual Teaching and Learning and inquiry learning. Various empirical studies have demonstrated that learning which connects subject matter with real-life contexts and provides opportunities for exploration tends to generate more meaningful learning engagement than predominantly transmissive instruction [25], [26]. However, the implementation of ASI⁶ demonstrates a more structured character because exploratory activities are not treated as the final goal; rather, they are extended into interaction, reconstruction, and reinforcement of understanding. Consequently, the social context in Social Studies learning functions not merely as an example, but as both a source and a space for knowledge construction.

Another noteworthy aspect is the changing roles of teachers and students throughout the implementation process. Teachers do not lose their pedagogical function when students are provided with greater learning autonomy; instead, their role shifts from being the primary source of information to becoming facilitators and guides in the construction of understanding. This finding is consistent with empirical evidence from guided inquiry and collaborative learning, which emphasizes the importance of teacher scaffolding when students explore and construct knowledge collaboratively [27]. Thus, ASI⁶ does not position teacher-centered and student-centered learning as opposing approaches, but instead establishes a balance between student learning autonomy and teacher pedagogical facilitation.

Ultimately, the implementation of ASI⁶ in Social Studies demonstrates that social learning can be developed as a process of experiencing, discovering, interacting, and meaning-making, rather

than merely studying information about society. This is where the practical significance of ASI⁶ becomes evident: students move beyond *learning about society* toward learning through social experience. These findings strengthen the position of ASI⁶ as an alternative pedagogical model in Social Studies that places social reality and student activity as integral components in the construction of understanding.

4.3 Pedagogical Processes Emerging through the ASI⁶ Learning

The findings demonstrate that the implementation of ASI⁶ generates a pedagogical process characterized by the transformation of students' social understanding, rather than merely a sequence of learning activities. Understanding develops from students' existing social experiences, expands through information discovery, encounters the perspectives of others, and is subsequently reconstructed, reinforced, and reflected upon. This pattern indicates that learning Social Studies involves changes in the way students understand social reality; therefore, learning outcomes are not limited to an increase in information but also include the development of students' ability to interpret and make meaning of social phenomena.

Theoretically, this pattern is consistent with social constructivism, which positions knowledge as a product of construction through experience and social interaction [28]. Interaction among students is important because differences in perspectives can create opportunities to question existing understandings. From a Vygotskian perspective, dialogue with peers and support from teachers enable students to develop understandings beyond what they might achieve independently. This explains why, within ASI⁶, social processes do not merely accompany learning but function as mechanisms for knowledge construction.

A more distinctive finding emerges in the Collaboration, Modification, Clarification relationship. Empirically, various studies on collaborative learning demonstrate that discussion can broaden perspectives and improve the quality of understanding [29]. However, conceptual change theory also emphasizes that acquiring information or encountering different perspectives does not necessarily result in an automatic change in students' initial conceptions. ASI⁶ provides the Modification stage as an explicit space for students to review, revise, or reconstruct their understanding, while Clarification functions to examine the accuracy of the reconstructed understanding. Thus, differences in perspective do not end with discussion but are directed toward conceptual change [30].

Within Social Studies education, this mechanism is particularly meaningful because social phenomena are complex and open to multiple interpretations. Students need to understand that social understanding may change when confronted with stronger information, experiences, and perspectives. This finding aligns with the orientation of Social Studies education, which seeks not only to develop social knowledge but also students' abilities to consider perspectives, provide reasons, make decisions, and reflect on social life [31]. Therefore, the pedagogical process of ASI⁶ provides space for both flexibility of thinking and conceptual clarity.

Accordingly, the pedagogical process generated through ASI⁶ can be understood as a cycle of transformation in social understanding: experience, discovery, perspective exchange, reconstruction, reinforcement, reflection. This finding further clarifies the pedagogical character of ASI⁶: its strength lies not merely in the existence of six instructional stages, but in the mechanism through which understanding changes as one stage connects to the next. In particular, Modification, Clarification serves as a bridge between social interaction and the formation of conceptual understanding, which can be regarded as one of the distinguishing characteristics of ASI⁶ in Social Studies education

4.4 Best Practices of the ASI⁶ Learning Model in Social Studies Education

The findings indicate that the best practices of ASI⁶ do not lie in any single instructional stage, but rather in the interconnectedness of the six stages, which maintains the continuity of students' learning experiences. Learning begins with social realities familiar to students, develops through information seeking and perspective exchange, and subsequently guides students to reconstruct, clarify, and reflect on their understanding. This pattern confirms that effective learning practice does not merely make students active; it ensures that such activity results in changes in and meaningful interpretations of social knowledge.

Theoretically, this finding is consistent with the principles of contextual learning and experiential learning, which position authentic experience as a source of meaning-making [17], [23], [32]. In Social Studies, students' everyday lives constitute a social laboratory through which concepts can be understood through authentic experiences. Empirical findings on contextual learning have

also demonstrated that connecting learning content with students' lives can enhance engagement and meaningful learning. In ASI⁶, context does not merely serve as an initial learning stimulus; rather, it is carried throughout the learning process until students ultimately reflect on the concepts they have learned in relation to their social lives.

Another best practice lies in the creation of a dialogical space for perspective exchange. This is consistent with social constructivist theory and collaborative learning, which position interaction as an essential means of knowledge construction. Empirically, collaborative learning demonstrates that explaining opinions, listening to different arguments, and developing agreements can deepen students' understanding [33]. In the context of Social Studies, this practice carries broader significance because students learn that social phenomena can be understood from multiple perspectives. Consequently, differences are not treated as barriers to learning but as resources for enriching social understanding [22], [27], [31].

The most distinctive best-practice characteristic is found in the Modification–Clarification mechanism. The conceptual change perspective emphasizes that meaningful learning requires opportunities for students to examine and revise their initial conceptions when they encounter more adequate information or arguments. ASI⁶ explicitly provides such a space: students are first given opportunities to revise their understanding based on the learning processes they have experienced, after which the teacher provides clarification to ensure conceptual accuracy. This practice brings together autonomous knowledge construction and pedagogical scaffolding, preventing learning from falling into either of two extremes: teacher domination or unrestricted student autonomy without conceptual reinforcement.

Accordingly, the best practices of ASI⁶ in Social Studies can be conceptualized as learning that begins with social reality, develops through exploration and dialogue, generates reconstruction of understanding, receives conceptual reinforcement, and culminates in social reflection. This pattern demonstrates that the contribution of ASI⁶ extends beyond providing variations in instructional procedures; it offers a pedagogical cycle that connects social experience with social meaning-making. Within elementary Social Studies education, these findings strengthen the position of ASI⁶ as a pedagogical innovation with the potential to be replicated and further developed in other social learning contexts, while taking into account the characteristics of students, learning content, and the social environment in which learning takes place.

5. Conclusion

This study demonstrates that the ASI⁶ Learning Model can be positioned as a pedagogical innovation in Social Studies education at the elementary school level due to its systematic instructional structure comprising six stages: Orientation, Exploration, Collaboration, Modification, Clarification, and Evaluation. Its implementation indicates that ASI⁶ does not merely organize the sequence of learning activities but also establishes a pedagogical process that guides students from social experiences toward information discovery, perspective exchange, reconstruction of understanding, conceptual reinforcement, and social reflection. The findings further reveal that the best practice of ASI⁶ lies in the interconnectedness of its instructional stages, particularly the Modification–Clarification mechanism, which provides students with opportunities to revise and reconstruct their understanding before receiving conceptual reinforcement from the teacher.

Nevertheless, this study has several limitations. As it employed a case study design involving a single classroom with a limited number of participants, the findings cannot yet be generalized across broader elementary Social Studies contexts. The study also primarily focused on the implementation process and students' pedagogical experiences during learning; therefore, it did not examine the long-term sustainability of ASI⁶ in supporting the development of students' social competencies. Furthermore, variations in teacher characteristics, student backgrounds, Social Studies content, and social environments were not extensively explored.

Future research is recommended to examine the implementation of the ASI⁶ Learning Model across more diverse schools, geographical settings, Social Studies topics, and student characteristics. Multiple-case studies, longitudinal research, and mixed-methods designs could provide a more comprehensive understanding of the consistency of its pedagogical processes and the impact of the model across different educational contexts. Further studies should also investigate the specific contribution of each ASI⁶ stage, particularly Modification and Clarification, and extend its application to more complex Social Studies learning contexts. Such investigations would provide stronger empirical foundations for examining and further developing ASI⁶ as a pedagogical innovation in elementary Social Studies education.

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Informed Consent

Informed consent was obtained from the parents or legal guardians of all students participating in this study. Institutional permission to conduct the research was also obtained from SDN Kalianget Barat III and the relevant partner institution affiliated with Universitas Negeri Surabaya (UNESA). Student participation was voluntary and conducted in accordance with applicable institutional procedures for educational research involving elementary school students.

Ethical Approval

The study involving human participants was conducted in accordance with applicable national regulations, institutional policies, and ethical principles for educational research. Ethical approval and institutional authorization for the study were obtained from the Head of the Doctoral Study Program at Universitas Negeri Surabaya (UNESA). The research procedures were designed to protect the rights, privacy, confidentiality, and well-being of all participating students.

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